DOCUMENT RESUME

ED 263 949 JC 850 599

AUTHOR Parilla, Robert E.
TITLE Gladly Would They Learn and Gladly Teach. Southern Association of Community and Junior Colleges Occasional Paper, Volume 4, Number 1.
INSTITUTION Southern Association of Community and Junior Colleges.
PUB DATE Jan 86
NOTE 6p.
PUB TYPE Viewpoints (120) -- Collected Works - Serials (022)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Faculty; College Instruction; *Community Colleges; *Faculty Development; Job Enrichment; *Professional Development; Professional Training; Research; Research Opportunities; *Scholarship; Teacher Burnout; *Teacher Improvement; Two Year Colleges; Writing for Publication

ABSTRACT

American higher education has isolated the enterprise of basic research and relegated it to the university, while simultaneously insulating the craft of teaching from the scholarship that nourishes it by identifying certain colleges, community colleges in particular, as "teaching" institutions. From the start, community colleges have not required that their faculty conduct research or publish in subject-matter areas. In fact, the heavy teaching loads required in community colleges leave teachers without the time or perhaps even the incentive to conduct scholarly research. Few community college faculty members have been able to keep abreast of their disciplines, and they enjoy fewer opportunities than their four-year college counterparts to participate in professional activities. Consequently, faculty burnout is becoming the new academic disease, as faculty members teach from year to year without significant professional development. While there are currently many faculty development programs, most place emphasis on how to teach rather than on what to teach, affording little support for scholarly activities. Community colleges need to define a middle ground, blending subject-matter research with pedagogical scholarship, in order to promote intellectual revitalization, to engage the community as a resource, and to provide field experience for students. Such a program has been developed at Montgomery College (MC) in Maryland, where faculty receive support for activities such as writing for publication, participating in performing arts, creating an artistic work, or holding a major office in a professional organization. In this way, MC is assured of having expert teachers, who are also experts in their fields. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED263949

JANUARY, 1986

SOUTHERN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES
OCCASIONAL PAPER
VOLUME 4, NUMBER 1

GEORGE B. VAUGHAN, EDITOR

GLADLY WOULD THEY LEARN AND GLADLY TEACH

BY
ROBERT E. PARILLA

IC 850 599

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
G. B. Vaughan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

BEST COPY AVAILABLE

Gladly Would They Learn and Gladly Teach

by
Robert E. Parilla

"Gladly would he learn and gladly teach." Everyone who has ever had a course in early British literature is familiar with Chaucer's portrait of the clerk in the Prologue to *The Canterbury Tales*. The "scholar-professor" is equally devoted to learning and teaching students. Although his image is something of a cliche, there is in it a necessary truth about the vital interaction between scholarly learning and the teaching of students that we seem to have lost sight of today. In American higher education we have come dangerously close to divorcing these two dimensions into the isolated enterprise of basic research and relegated it to the university; on the other hand, we have come close to insulating the craft of teaching from the scholarship that nourishes it, by identifying certain colleges, community colleges in particular, as "teaching" institutions, with the implication that scholarship is irrelevant to teaching excellence. My purpose here is to raise to critical importance the issue of the relationship between teaching and scholarship in the community college, to trace the history of their divorce during the past century of American higher education, and to argue for the revival of scholarly activities at the community college. The arguments are made in the belief that scholarship, rightly understood, is an indispensable adjunct to excellent teaching.

The Scholar-Teacher in Historical Perspective

The roots of the current dilemma are quite deep in the history of higher education. Teaching in the medieval period was mostly reading from a manuscript so that students could copy the material. Once books were more plentiful, students were expected to nearly memorize the entire text and repeat it in class. This recitation method of teaching characterized the American college until about the middle of the nineteenth century. Neither scholarship nor research were part of teaching and higher education in this country until the creation of the university modeled on German institutions which had become famous for their success in joining teaching with research and for the "ambitious goal of producing, not just the practitioner, but the . . . original investigator in every field of professional endeavor" (Brubacher and Rudy 1968, p. 176). Under the influence of the German model, presidents like Gilman, Elliot, and G. Stanley Hall established the first American graduate schools in conscious imitation of German ideals of scholarship although, in fact, the American version that emerged "featured exact research and scientific specialization to a much greater degree than was true in the German universities" (p. 178). More and more, universities were seen not primarily as teaching institutions but as centers for the production of knowledge. Gilman characterized the purpose of the university thus: "It is one of the noblest duties of universities to advance knowledge and to diffuse it not merely among those who attend daily lectures . . . but far and wide" (p. 190).

From this lofty ambition followed the developments which have become the hallmark of the modern universities: the vast research laboratories and libraries, the university presses and scholarly journals designed to promulgate new knowledge, and, in due course, the expectation that the professor's main obligation is not the teaching of students but the production of knowledge, an expectation that has become enshrined in the embattled slogan, "Publish or perish." The "crowning function of a university is original research," said Chicago President William Rainey Harper in 1895, and therefore, "it is not enough that instructors . . . should merely do the class and lecture work assigned them. (Their) first obligation . . . is that of research and investigation" (Quoted in Cowley).[1] Thus, research was firmly established as the preeminent function of the university.

The junior college, or the community college as it has become known, began and grew alongside of and partly in response to the growing preoccupation of the university with research. Perhaps the American junior college was invented because of the debate over whether or not undergraduate teaching should be based on original research, or perhaps because leading university presidents felt that due to the university preoccupation with research, universities should teach only the few who were highly prepared and motivated. University presidents like Harper of the University of Chicago, Tappan of the University of Michigan, Folwell of Illinois, and others conceived of the two-year college as an adjunct of secondary education which would shift the burden of undergraduate "preparatory" training away from the university and would also do a more thorough job than were the high schools at the time in preparing students for the rigors of university study (Blocker, Plummer, and Richardson 1965, p. 24).

Thus, from the start, community colleges were defined as teaching institutions and not as research institutions. That emphasis, of course, continues. Community colleges do not require that their faculty conduct research or publish in subject-matter areas. Instead, the faculty are usually expected to engage in various pedagogical development activities to increase their ability as teachers. Faculty handbooks state clearly that faculty are rewarded on the basis of excellence in teaching.

As a consequence of not expecting research, teaching loads are heavier than in universities and reward systems are based exclusively on teaching. Few community college teachers have the time, perhaps even the incentive, to engage in scholarly research. A study undertaken by the Office of Research of the American Council on Education during the 1970's shows that almost 60 percent of community college faculty had spent no time whatsoever in research or scholarly writing. During a two-year timespan, 87 percent of community college faculty reported they had published nothing, compared to only 37 percent at the university level (Kellams 1974, pp. 1-2).

From this brief history of American higher education we can see that, like so much else in American life, the professor's vocation has undergone specialization and fragmentation. At the university level we have professors who are pressured to conduct

research and publish at the expense of their teaching; at the community college professors are expected to teach with no expectation of scholarly activity.

The Challenge Today in the Community College

We are going through a period of transition that affects the community college at every level, but particularly at the level of faculty development designed to deal with faculty effectiveness, satisfaction, and morale. Most of the current faculty were hired during the rapid expansion of the 1960's and early 1970's and most are in their middle age. These teachers are beginning to come to grips with some of the mid-life problems of their profession. In the words of a recent Higher Education Research Report on faculty development:

> Faculty soon catch on to the fundamentally unchanging nature of their work. With the exception of special projects, what a faculty member does one year is pretty much what he or she will do the next year, and the year after, and the year after. This lack of variety tends to cause teaching to become more and more enervating. Faculty members mature as the years go by: physically, psychologically, and in terms of their philoscphy and technique. But the essential sameness of their lives remains (Brookes and German 1983, p. 19).

The consequences of these conditions is the new academic disease: faculty burnout. The term "burnout" first appeared in educational literature during the 1970's and was meant to convey a level of frustration beyond mere dissatisfaction. Burnout implied "people whose fatigue was caused by environmental pressures beyond their control" (Cohen and Brawer 1982, p. 80). Chief among the pressures cited by instructors was the lack of time to keep up with their discipline (p. 85). In an American Council on Education study done in the 1970's, 32 percent of community college faculty indicated they had fallen behind. The figure would probably be much higher in 1985. What this tells us is that, with knowledge expanding at a dizzying rate, community college faculty have difficulty, even if they try, keeping abreast of their disciplines. Community college faculty generally enjoy fewer opportunities than do their four-year college counterparts to participate in professional activities that keep them informed in their fields. Fewer have had sabbaticals, fewer travel to professional conferences or engage in professional activities beyond the campus (Kellams 1974, p. 12).

Faculty Development Programs

In response to the problem of faculty burnout, there has been a burgeoning of faculty development programs and a growing body of literature devoted to the problem. There are many perceptions and definitions of what constitutes faculty development. The programs run the gamut from in-service teaching workshops to counseling in career changes to early retirement incentives. However, very few of these programs focus primarily on support of scholarly activities.[2] Few of them go directly to the problem of providing some time and support or even encouragement needed by faculty to conduct their own intellectual renewal through scholarly work related to their teaching.

Too many of these programs place their emphasis on "how to teach" with little or no emphasis on "what to teach." There is growing evidence that "such projects have had little success" and there is a growing body of testimony from faculty that few of these projects "affect the real life and interests of the faculty members" (Brookes and German 1983, p. 30). A recent study of faculty development in the Illinois community college system showed that faculty regarded professional activities as much more useful than traditional in-service activities and concluded that "attention should be directed toward individual and professional activities (sabbatical leaves, released time for scholarly instructional projects, institutional grants for instructional projects) not frequently offered, but deemed highly effective in improving instruction" (Hansen 1983, p. 226). Many faculty feel that involvement with their discipline is necessary not only for effective teaching but also to prevent burnout.

These are not arguments for community colleges to abandon their commitment to teaching or to mimic the university's commitment to basic research. The argument is that, in an effort to be outstanding teaching institutions, community colleges have gone so far in rejecting basic research that they have also denied appropriate scholarship activities. Therefore, it is necessary for community colleges to re-examine their position and to define a middle ground between teaching without scholarship and teaching based on research which is so esoteric as to be irrelevant to lower division, undergraduate teaching.

The relationship of teaching to scholarship and research is confused because we have not clearly defined and differentiated the concepts of research and scholarship. A concept of scholarship different from the concept of basic research is appropriate to community colleges and is necessary if community colleges are to encourage faculty to engage in such activity.

Cowley defines research as "the effort to discover new facts or to recover lost or forgotten facts: It is the empirical element in the quest for understanding the nature of the universe and of man." This definition of basic research includes the very specialized and sometimes esoteric discovery of knowledge. This kind of research is not for community colleges and is best left to the universities.

Cowley's definition of scholarship, on the other hand, could be expanded to be very useful to understanding the breadth and depth of scholarly activity necessary for community college faculty. "Scholarship is the organization, criticism, and interpretation of facts and thoughts of facts; it is the rationalistic element in the pursuit of understanding." This concept of interpretive, rationalistic scholarship is necessary to understanding the results of basic research, to organizing facts and information for quality teaching, and to maintaining the currency in one's teaching field. Perhaps most importantly, it is necessary for maintaining enthusiasm for teaching and love for one's academic discipline or technical specialty. Cowley's concept of scholarship can be appropriately applied to each of the traditional academic disciplines and to each of the technical fields. The concept includes both rigorous library and laboratory work as well as practical work experience.

The expression, "applied expertise" has been used to refer to practical scholarship or "doing what we teach" (Jones 1982, p. 41). Jones' use of "applied expertise" is a community college application of Cowely's definition of scholarship. However, Jones uses the term research and scholarship interchangeably which is unfortunate because scholarship as defined by Cowley would include applied expertise and would not further confuse the issue with new terminology. *The main issue is that community college faculty are not doing enough scholarly work.* Jones maintains that one cannot be a good teacher if one is not "doing" scholarship and, futher, that it is necessary if one is to stay close to one's teaching field and to maintain interest and enthusiasm in teaching.

Others believe that community college faculty should be involved in a blending of subject-matter research and pedagogical scholarship. But again this effort is called for to help faculty keep up with their field, to promote intellectual revitalization, to engage the community as a resource and to provide field experience for students (Kellams 1974, p. 41). While this approach also confuses the terms research and scholarship, the kinds of activities it suggests are in keeping with Cowley's definition of scholarship.

In the belief that faculty scholarship is essential to quality instruction in a comprehensive community college, Montgomery Community College recently developed a program to encourage faculty scholarship. The college states that scholarly effort is important and encourages faculty to engage in scholarship by providing some reassigned time to engage in scholarly activity. According to the *College Policies and Procedures Manual*, faculty are given support for the following:

1. To conduct or complete the scholarship and writing for a paper or publication.
2. To prepare or complete a work of scholarly synthesis or opinion.

3. To participate in a performing arts activity, such as directing a professional community play or conducting an orchestra.
4. To create or complete an artistic work, such as a painting or a musical composition.
5. To perform discipline-related work in a public or private setting as a nonpaid consultant or intern.
6. To hold a major office in a discipline-related local, state, or national professional organization.
7. To develop knowledge of state of the art developments in the technologies areas by participating in nonpaid work in a public or private setting.
8. To update teaching and professional competence through the reading of an extensive bibliography of works at the cutting edge of the discipline, as part of a preplanned program.

In academic year 1985-86, the first year of the program, 34 faculty members from 12 different departments will be engaging in scholarly activities. In the biology department, for example, there is a research project on computer analysis in nutrition, a development of a laboratory manual for human anatomy and physiology (submitted in outline form to a publisher), and research concerning spontaneously arisen mutant forms contained in Drosophila melanogaster. In Health and Physical Education, a faculty member is preparing a research paper on nutrition and physical fitness for the working woman. Chemistry projects include the development of a laboratory manual for Organic Chemistry, work at the National Bureau of Standards on the analysis of acid rain, and development of computer software on chemical nomenclature.

In the Art Department, a professor is investigating palette reconstruction useful to painting conservators of 18th century paintings, and another professor is investigating the use of water-base silkscreen and stencils. Yet another is developing slides for submission to the Society of North American Goldsmiths for consideration for the distinguished artist category. Another professor in the Visual Communications Technology department is preparing a show of cibachrome prints for gallery display. In Speech and Drama, a professor is developing a self-paced instructional module for students of Hispanic backgrounds.

Several English faculty are preparing annotated bibliographies, one on women's biography and another on integrating composition with traditional American literature courses. One professor is researching fiction written by American authors on India, and another is working on a chapter of a book on iconography in Shakespeare's *Cymbeline*. In Philosophy, a faculty member is completing work on a book on "movements of the mind." One Sociology professor is doing research in Mayan archaeology and another is serving as an appointee of Governor Hughes on the Task Force on Victim Services. It is hoped that faculty will both use this program to renew their interest in scholarship and to rekindle their enthusiasm for teaching. One faculty member who has strongly supported the need for scholarly activities believes the relationship is not necessary only to provide substance to one's teaching but also to maintain enthusiasm for one's profession. "The greatest benefit of continuing research, however, is quite simply the sheer fun of it. There can be no more satisfying intellectual recreation for instructors of the humanities than quiet hours spent in a good library searching for new answers, new interpretations, and previously overlooked primary materials" (Simonds 1980, p. 2).

Cuyahoga Community College has developed a scholar-in-residence program which is broadly defined and includes a faculty lecture series and publication of a scholarly journal. Some comments from faculty who have been involved are: "It is easy for community college faculty to lose sight of the need to be scholars . . . [the scholar-in-residence program] is for the pure joy of learning and sharing." " . . . The program is a literal lifesaver because it adds energy to a faculty program worn out with the day-to-day grind" (Golden 1983, p. 33).

In conclusion, to be truly good teaching colleges, community colleges must have faculty who are good teachers. Good teachers are those who are experts in pedagogy or how to teach, are experts in their discipline or technical field and therefore know what to teach. They must be current in their teaching field and they must be enthusiastic about both their teaching and their discipline.

Certainly community colleges have made a major impact on higher education. They have motivated the previously unmotivated, helped the poorly prepared achieve, and have been at the forefront of making higher education universally available. However, with faculty members falling behind in the knowledge of their discipline and losing their interest and enthusiasm for teaching the same old thing, colleges must now define and encourage the development of the scholar-teacher. The scholar-teacher concept should be based on scholarship appropriate to the community college.

The excellent community college faculty member is a pedagogical expert, a scholar as defined here, and one who loves both teaching and the discipline. The excellent community college must recognize the dimensions of and the importance of the scholar-teacher and provide opportunities for and encourage participation in scholarly activities, while continuing to emphasize excellence in teaching.

FOOTNOTES

[1] The material attributed to Cowley is from an address given by W. H. Cowley of Stanford University, titled "Toward Harmonizing the Conflicting Points of View about the Ph.D. Curriculum for Preparing College Teachers." This then unpublished address can now be found in *Toward Better College Teaching*, by Fred Kelley, listed in the bibliography.

[2] A cursory review of the literature on faculty development will bear out this point. See for example Hynes (1984), and Fuller and Evans (1985) for recent examples.

REFERENCES

Blocker, Clyde E., Robert Plummer and Richard C. Richardson. *The Two-Year College: A Social Synthesis*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1965.

Brookes, Michael C.T. and Katherine L. German. *Meeting the Challenges: Developing Faculty Careers*. ASHE-ERIC Higher Education Research Report No. 3. Washington, D.C.: Association for the Study of Higher Education, 1983.

Brubacher, John S. and Willis Rudy. *Higher Education in Transition: A History of American Colleges and Universities, 1636-1968*. New York: Harper and Row, 1968.

Cohen, Arthur M. and Florence B. Brawer. *The American Community College*. San Francisco: Jossey-Bass, 1982.

Cowley, W.H. "Toward Harmonizing the Conflicting Points of View about the Ph.D. Curriculum for Preparing College Teachers." *Toward Better College Teaching*, ed. Fred J. Kelley. U.S. Office of Education, Bulletin 1950, No. 13, 17-22.

Fuller, Jack A. and Fred J. Evans. "Recharging Intellectual Batteries: The Challenge of Faculty Development." *Educational Record*, Spring 1985: 31-34.

Golden, Sandra. "Cuyahoga Collars Scholars on Campus." *Community and Junior College Journal*, September 1983: 32-33.

Hansen, Desna Wallin. "Faculty Development Activities in the Illinois Community College System." *Community/Junior College Quarterly of Research and Practice*, 7:3 (1983): 207-230.

Hynes, William J. "Strategies for Faculty Development." *Leadership Roles of Chief Academic Officers.* New Directions for Higher Education, No. 47. San Francisco: Jossey-Bass, September 1984: 31-38.

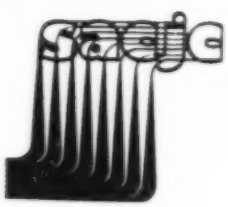
Jones, David M. "Applied Expertise – A Redefinition of Research in Community Colleges." *Community and Junior College Journal.* September 1982: 40-42.

Kellams, Samuel E. "The Community College Faculty Member as Researcher." Center for Higher Education, Charlottesville: University of Virginia, 1974.

Simonds, Peggy Munoz. "Scholarship and the Community College." *The Community College Humanist,* 2:3 (December, 1980): 2.

Robert E. Parilla is President of Montgomery College.

Additional copies of this occasional paper may be obtained by writing the editor, care of Piedmont Virginia Community College, Charlottesville, Virginia 22901. Copies are three dollars each, including mailing.



ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
JAN 24 1986